THE ACORN FEDERATION
LONG LANE CHURCH OF ENGLAND SCHOOL
MARSTON MONTGOMERY SCHOOL

Long Term Plan – Year B

Subject	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Science	**Forces and Magnets (Yr 3):** Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials	**Forces and Magnets (Weeks 1-3)** **Animals including humans, (Teeth, Digestive system, Nutrition, Diet and Lifestyle)** **Animals, including Humans: (Yr 3)** Identify the different types of teeth in humans and their simple functions. **Animals, including Humans: (Yr 4)** Describe the simple functions of the basic parts of the digestive system in humans. **Animals, including humans: (Yr 3)** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot	**States of matter (Yr 4):** Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. **Properties and Changes of Materials** (Yr 5) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.		**Electricity (Yr 4):** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	**Animals, including humans (Muscles and Bones)** Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Yr 6 Circulatory system** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within

	Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces (Yr 5):** Overview of each of Forces. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. Recognise that some mechanisms, including levers,	make their own food; they get nutrition from what they eat. (To include food groups.) **Animals, including Humans: (Yr 6)** recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	Recognise some common conductors and insulators, and associate metals with being good conductors. **Electricity (Yr 6):** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	animals, including humans.

	pulleys and gears, allow a smaller force to have a greater effect.					
History	**Leisure and Lifestyle VE Day (2019/2020) (2023/24 Changes in Leisure and Lifestyle in the last 100 years).** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		**Roman Civilisation** The Roman Empire and its impact on Britain.		**Ancient Greece** A study of Greek life and achievements and their influence on the western world	
Geography		**Coasts (UK)** Name and locate key topographical features (including hills, mountains, coasts and rivers).		**The Roman Legacy (Roman Roads, Aqueducts, Settlements and features, e.g. Hadrian's Wall)** Name and locate counties and cities of the United Kingdom, geographical		**Environmental Pollution – Plastics in the marine environment.** Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of

				regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.		natural resources including energy, food, minerals and water.
Art	**Joan Miro – study of an artist. (abstract designs, vivid colours)** About great artists, architects and designers in history. To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of		**Mosaic art on different media (Years 3 and 4: Print making/ Years 5 and 6: Clay tiles)** To create sketch books to record their observations and use them to review and revisit ideas To develop their techniques, including their control and their use of materials, with creativity, experimentation		**<u>Fresco painting (Years 3 and 4)</u>** To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To develop their techniques,	

	art, craft and design.		and an increasing awareness of different kinds of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture.		including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. **<u>Soap Sculptures (Years 5 and 6)</u>** To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To develop their techniques, including their control and their use of materials, with creativity,	

					experimentation and an increasing awareness of different kinds of art, craft and design.	
D&T		**Years 3 and 4: Make a magnetic retrieval game. Years 5 and 6: Design and make a rollercoaster.** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Investigate and analyse a range of		**Roman v modern architecture - Design a Roman building. (Link to Computing - CAD Sketch-up)** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients,		**Working model from recycled materials, e.g. plastic** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Investigate and analyse a range of existing products. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern

		existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures		pieces and computer-aided design. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. NB Electrical skills – see link with Science. **<u>Food/Nutrition: (Greek Banquet)</u>** Understand and apply the principles of a healthy and varied diet.
Computing	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and know how to report concerns Use technology safely, respectfully, and	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and know how to report concerns Use technology safely, respectfully, and responsibly;	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and know how to report concerns Use technology safely, respectfully, and responsibly;	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and know how to report concerns Use technology safely, respectfully, and responsibly;	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and know how to report concerns Use technology safely, respectfully, and responsibly;	**INTERNET SAFETY** Recognise inappropriate content, contact, and conduct and know how to report concerns Use technology safely, respectfully, and responsibly;

	responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact. **Computing systems** **Years 3 and 4: The internet** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use search technologies effectively,	recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact. **Creating Media** **Years 3 and 4: Audio Editing** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that	recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact. **Creating Media** **Years 3 and 4: Photo editing** **Years 5 and 6: Web page creation** Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given	recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact. **Data and Information** **Years 3 and 4: Data Logging** Work with various forms of input Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact. **Programming** **Years 3 and 4: Repetition in shapes** **Years 5 and 6: Variables in games** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in	recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact. **Programming** **Years 3 and 4: Repetition in games** Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

	appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly;	accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact **Years 5 and 6: 3D modelling**	goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	presenting data and information **Years 5 and 6: Spreadsheets**	programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs **Years 5 and 6: Sensing** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

	recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Years 5 and 6: Communication** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts					
Music (Under review)	Play and perform in solo and ensemble contexts, using their voices and playing musical	**Christmas performance** Play and perform in solo and ensemble contexts, using their voices and playing	**Composition of Roman beats and rhythms** Use and understand staff	**Roman Performance, e.g. Rockin' Romans play** Listen with attention to detail and recall	**Music of the 1940s (VE Day) (2023/24 Music of last 100 years)** Listen with attention to detail	**Famous 20th Century Composers (link to autobiography) The Song Project (Derbyshire**

	instruments with increasing accuracy, fluency, control and expression Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory	musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory.	and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	sounds with increasing aural memory.	and recall sounds with increasing aural memory. Develop an understanding of the history of music.	**collaborative partnership)** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Languages	C'est moi	C'est moi	Où habites-tu ?	Qu'est-ce que c'est ?	Je m'habille	Je m'habille
Listen attentively to spoken language and show understanding by joining in and responding Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences* Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language						

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Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary						
PE (2023/2024)	**Rounders / Cricket** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **Tag Rugby** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Yoga** Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **Hockey** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Basketball** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending **Multi-Skills** Use running, jumping, throwing and catching in isolation and in combination	**Dance** Perform dances using a range of movement patterns **Football** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Swimming** Perform safe self-rescue in different water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Swim competently, confidently and proficiently over a distance of at least 25 metres **Tennis** Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	**Swimming** Perform safe self-rescue in different water-based situations. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Swim competently, confidently and proficiently over a distance of at least 25 metres **Athletics** Take part in outdoor and adventurous activity challenges both individually and within a team Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
RE 2019/2020	**Deeper Meanings of Festivals (Harvest, Divali, Christmas)**	**Importance of the Bible to Christians**	**What makes a leader worth following? (non- Christian compared to Christian)**	**What do religions say to us when life gets hard?**	**Understanding Christianity What kind of a world did Jesus want?**	**Can religions help to build a fairer world?**
RE 2023/2024	**UC L2a.4 What Kind of a World Did Jesus Want? GOSPEL**	**UC U2b.1 What does it mean if Christians believe God is holy and loving? GOD**	**L2.2 Why is the Bible so important for Christians today? (C)**	**L2.5 Why are festivals important to religious communities? (J/M)**	**UC L2a.6 For Christians, when Jesus left, what was the impact of**	**U2.3 What do religions say to people when life gets hard? (C, H, NR)**

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	Covers key elements from Understanding Christianity unit.	Covers key elements from Understanding Christianity unit.	Covers key required outcomes from new Derbyshire Agreed Syllabus unit.	Covers key required outcomes from new Derbyshire Agreed Syllabus unit.	**Pentecost? KINGDOM OF GOD** Covers key elements from Understanding Christianity unit.	Covers key required outcomes from new Derbyshire Agreed Syllabus unit.
RSE					**Changes** (See PSHE below) Supported by Derbyshire Spiral approach to Sex Education – objectives for each year group.	**Growing Up** (See PSHE below) Supported by Derbyshire Spiral approach to Sex Education – objectives for each year group.
PSHE Part of 2 year rolling programme which covers 12 modules of PSHE Matters Scheme of work.	**Bullying Matters** Understanding that their actions affect themselves and others. Identifying the importance of working towards shared goals. Developing strategies for getting support for themselves or for others at risk. Identifying that differences and similarities arise from a number of factors. Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language, 'trolling'). Knowing how to recognise bullying and abuse in all its forms.	**Exploring Emotions** Recognising emotions in themselves and others and responding appropriately, including the intensity of feelings and how they can conflict with each other. Understanding how actions affect themselves and those around them and how to resolve disputes.	**Being Responsible** Research, discuss and debate topical issues. Identify why rules are needed in different situations. Understanding that there are human rights to protect everyone. Explore rights and responsibilities, rights and duties at home, school, community and the environment. Develop skills to carry out responsibilities. Explore how to resolve differences and respect others' points of view. Explore what being part of a community means and how they belong.	**Money Matters** Identify the role of voluntary and charity groups. Understanding different values and customs. Exploring how to manage money. Explaining the importance of money in people's lives and how money is obtained. Understanding the concepts of interest, loan, debt and tax. Understanding enterprise and begin to develop enterprise skills.	**Changes** Understanding good and not so good feelings including their range and intensity. Developing an understanding that change can cause conflicting emotions. Acknowledging, exploring and identifying how to manage change positively. Exploring changes. Knowing where to go for help and how to ask for help.	**Growing up See RSE above** That images in the media do not always reflect reality. Celebrate our strengths/qualities. About the kind of changes that happen in life and the associated feelings. That simple hygiene routine can prevent the spread of bacteria. About the changes that happen as they grow up. The right to protect our bodies. About differences and similarities between people, but understand everyone is equal. About the difference between acceptable and unacceptable physical contact.

						Knowing the names of the body parts. Recognise and challenge stereotypes.
Forest School	Parachutes – air resistance Anti-gravity egg-protector Levers, pulleys and gears		Natural Art / Collages Roman Geometric Patterns Mosaics		Gardening (Growing Healthy foods) Tree Planting Natural Art	
Potential Trips / Visitors into School		**Rolls-Royce STEM visit – Forces and Magnetism**	**Joint Science Forensics Day**	**Visiting Theatre Group - Romans or visit to local theatre (Play scripts)**	Greek Day Greek Theatre	**Residential Visit**